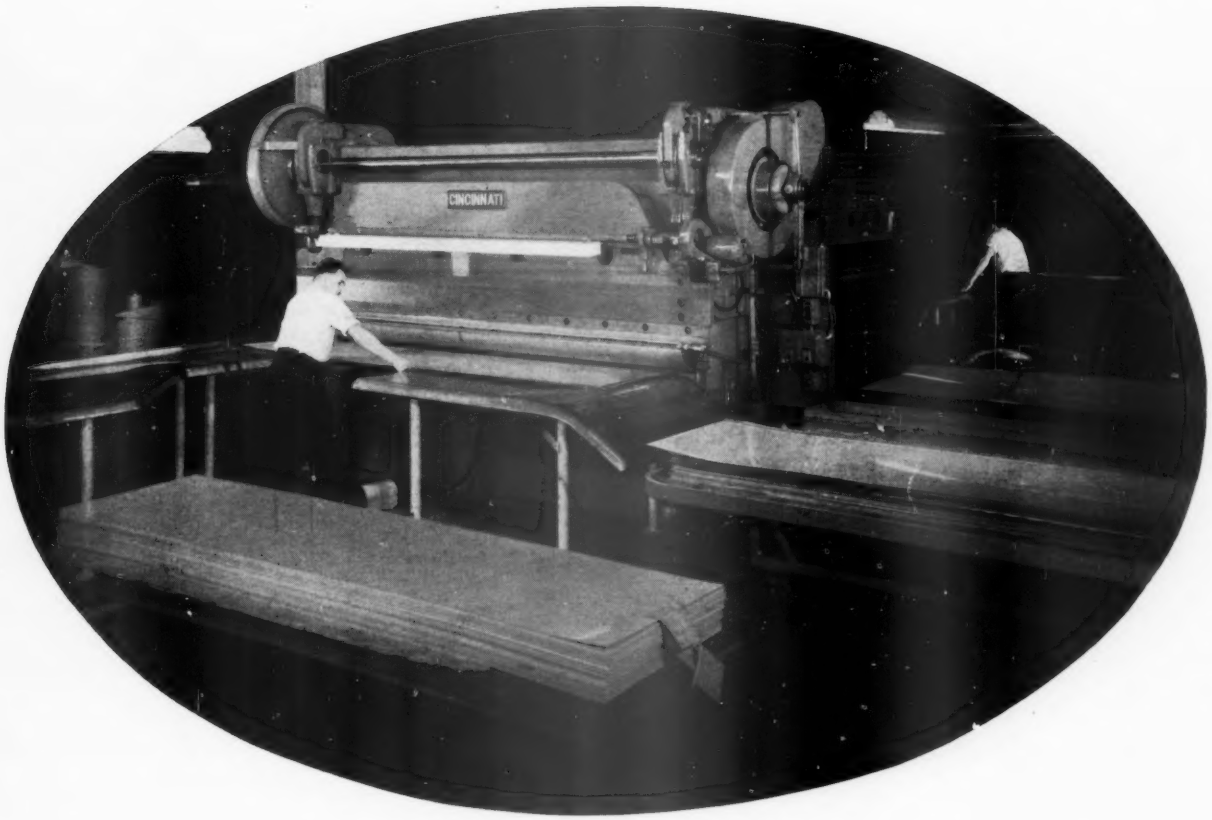
STWE REVIEW

JANUARY 1959



How To Submit Photographs For Trade Magazine Covers

published by the
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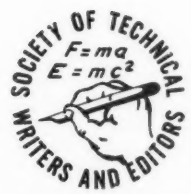

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Send the original on heavy white bond paper, typewritten, double or triple-spaced, plus two carbons. Leave at least a 1-inch margin on all sides, number the pages consecutively, and be sure that all illustrations are keyed in with the text.

Articles should not exceed 2500 words plus three illustrations.

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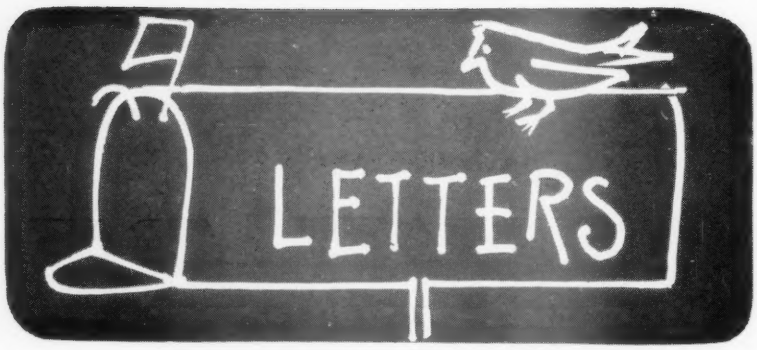

October 29, 1958

Dear Mr. Lytel:

Among us we must admit that many employers looking for technical writers and editors cannot distinguish between a horse chestnut and a chestnut horse. As employees, we technical writers and editors must confess to being bastards in search of legitimacy.

I say this in recognition of the fact that our so-called profession has had recent birth and, therefore, a short history. A lack of firm, common denominator standards of training (academic and on-the-job), skills, and competencies is understandable. As a result, the employer may be certain of what he needs but may not be quite at all certain of what he is looking for, or even meets up with, when he interviews a technical writer or editor.

We ourselves are not quite sure of what we are. We are newly-born converts or hybrids or outright accidents, but we can hardly look back upon any lineage or academic tradition as can many other groups. And so we are embarrassed and self-conscious. On occasion we enjoy the feeling of genuine worth in an age which involves us strategically in the interpretation of science and technology. On other occasions we hang our heads to realize that our birth is questionable, our past vague, and our upbringing haphazard.

Now, the feeling of "we ain't nuthin' —yet" was one of the reasons for organization. We want to meet and know others in the same boat. We want a place in the sun. We want professional status. Organization suggests that in unity there is strength, and that with strength come other desirable situations and attributes.

But is there unity?

Among the better known writing groups are the National Association of Science Writers, the American Medical Writers Association, and the Nuclear Energy Writers Association. Now, the "science" group seems to be loaded with people who write for newspapers and magazines. The "medical" group, of course, concentrates on medical-health topics. The nuclear energy group is interested solely in atomic energy. It is my impression that STWE membership is interested primarily in electronics, "hardware, and technical manuals.

Originally, all these groups were formed by practitioners of the writing art who felt that they shared certain interests and problems. Who knows how many other such groups exist! I know of one founded only last year in Chicago, where 30-40 people gathered to organize members of staffs of periodicals in the building trades.

I have attended the annual meetings of a number of these groups, because I am a faithful, dues-paying member.

I am not surprised to come upon the same topics discussed at these gatherings: (a) tricks of the trade in writing in simpler language; (b) gauging the interest and background level of the audience; (c) layout and printing problems; (d) how to become a better writer; (e) the headaches of editing; and (f) the organization of reports of various kinds.

On the basis of such exposures, I am convinced that the writing and editing of technical and scientific material constitute the inescapable common denominators of interest and concern to the memberships of *ALL* these groups, and that differences of approach and concern are matters of *degree* rather than *kind*. I have written in the fields of medicine, nuclear energy, and economics, and can personally vouch for the validity of this point of view.

I therefore feel that I am writing and editing in the fields of science and technology and not electronics or nuclear energy or medicine or the building trades. I look at my craft from the *generic* point of view.

I am therefore impressed by a quotation which reads briefly as follows: "The practical value of every social invention or material discovery depends upon its being adequately interpreted to the masses. The future of scientific progress depends as much on the interpretive mind

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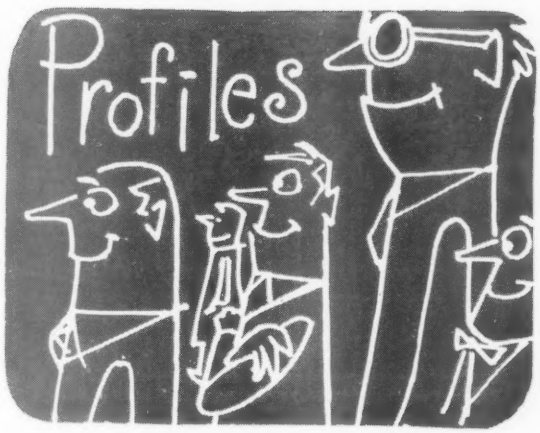

BEN H. WEIL

Ben H. Weil is chief editor of Esso Research's Technical Information Division, supervising that division's publications. In earlier positions he was head of the Information Section of Gulf Research & Development Co.'s Chemistry Division, head of the Technical Information Division of the Georgia Tech Engineering Experiment Station, and manager of information services for Ethyl Corp. Research Laboratories. He is 1958 chairman of the ACS Division of Chemical Literature. Mr. Weil's activities have ranged from chemical market research to machine literature searching, but he is best known as the author and editor of many technical books, papers, journals, bulletins, and brochures on phases of petroleum refining and technical communicating.

Graduated from the University of Missouri in 1939 with a B.S. in Ch.E., he received a M.S. in Ch.E. from the University of Wisconsin in 1940. He stood at the head of the college-of-engineering graduating class at the first school; attended the second on a Wisconsin Alumni Research Foundation scholarship.

Ben has had over 16 years of experience in fields related to technical publicity (writing, editing), documentation, and other phases of industrial management services. He served as head of the Information Section of the Chemistry Division of the Gulf Research & Development Company, in Pittsburgh, from 1940-45, doing work chiefly concerned with conducting (and administering a group preparing) literature analyses on petroleum refining processes and products, petrochemicals (including plastics and synthetic rubber), and synthetic liquid fuels. Then he served from 1945-50 as head of the Technical Information Service of the Georgia Tech Engineering Experiment Station, in Atlanta, with duties involving writing, editing, and publishing brochures, a bi-monthly journal, and technical reports and papers; supervising patent procedures and acquisition; directing literature searching; and handling technical public relations (writing news releases, preparing exhibits, etc.)

In September 1950, he was named Manager of Information Services of Ethyl Corporation Research Laboratories in Detroit where he directed a group of about 30 persons involved in technical publicity (writing and editing brochures, advertisements, news releases, and papers), literature searching, library and file operation, and graphic-arts services (drafting, document duplication, publication of bulletins and brochures, etc.); from this he moved to his present position.

Ben has written four books (two technical-popular, two technical-reference) and several published book-length literature studies. He wrote the feature, "Tomorrow in Petroleum Technology" for six years for *Petroleum Processing*, and now writes the feature *"Do You Know These Words?"* for that journal. He is the author of over 100 technical, technical-economic, and technical-popular articles and papers, and was editor of the Georgia Tech Journal, *The Research Engineer* (1946-50) and the Georgia Section (ACS) *Filter Press* (1948-49). He has been editor of *Chemical Literature* (ACS Division of Chemical Literature) since its inception in 1949.

He is a member of the American Chemical Society (including the Divisions of Petroleum Chemistry and Chemical Literature), the Society of Automotive Engineers, the American Documentation Institute, the Society of Technical Writers and Editors, and the Special Libraries Association as well as Chairman-Elect (for 1958) of the ACS Division of Chemical Literature, and was a director of the Association of Technical Writers and Editors.

ALLAN LYTEL

Allan Lytel attended the Philadelphia Museum School of Industrial Art, and Temple University at Philadelphia, Pennsylvania. He received his B.S. from Temple after completing his studies while he was a lecturer in electronics at the Technical Institute and Community College of Temple University. He is now a graduate student of Technical Journalism at Syracuse University.

In 1942 he enlisted in the Signal Corps where he taught radar maintenance on microwave early-warning ground radar at Camp Murphy, Boca Rotan, and Drew Field in Florida, Fort Monmouth, New Jersey, and Camp Pinedale, California.

From 1946 to 1955 Allan taught at Temple University, in both day and evening courses in Mathematics, UHF Transmitters and Receivers, Physics, Microwaves, Industrial Electronics, FM Transmitters and Receivers, and Electronic Measurement. In January 1952, he joined the Burroughs Corporation as a Mathematician and Technical Writer. In this capacity he did logical design work and prepared technical reports on a developmental project on a new digital computer.

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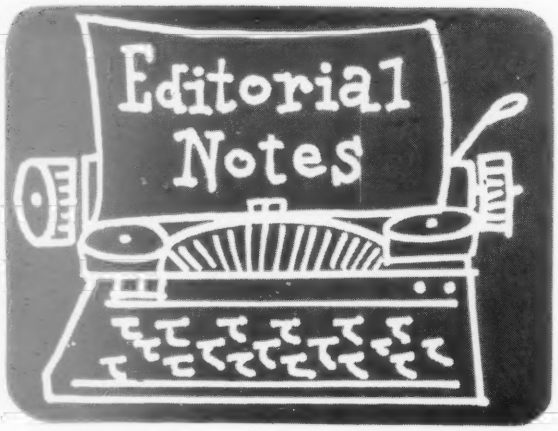


November 19, 1958

"The Liaison Committees of the Society of Technical Writers and Editors, and the Technical Publishing Society met on November 17 and 18, at the Shoreham Hotel in Washington, D. C. to discuss the possible merger of the two organizations.

"It was the consensus of this meeting that the objectives and purposes of both organizations appeared to be identical, and there was every reason to believe that a merger could be effected. To this end sub-committees will be appointed in the next two weeks to study the Constitutions and By-laws, and the publication programs of both organizations.

"It is hoped that the merger can be effected before the next annual convention to be held in Chicago in the Spring of 1960.

"The meeting was attended by Sam Miles, Chairman of the STWE Liaison Committee; Tom Grogan, Vice-president of STWE; Max Bernson, STWE Membership Chairman; and Robert Shockney, President of TPS."

T. A. Grogan
Vice-president STWE

ON-THE-JOB TRAINING FOR PUBLICATION ENGINEERS

Stello Jordan & Edward B. Graham

OBTAINING qualified Publication Engineers has long been a major difficulty of industrial technical writing departments. Lack of public knowledge of the profession, inadequacy in college and university curriculums pertaining to technical writing, and the rather haphazard method of obtaining experience are all contributory elements that seriously hamper the availability of an adequate supply of trained people. Because of the existence of such conditions, the Aeronautical Publications Department of the Sperry Gyroscope Company found it necessary to establish an on-the-job training program for its new Publication Engineers.

This article is presented as a progress report on a new and continuing program, with problems still to be solved, rather than as an idealized final solution which we recommend to others at this time. It does not attempt to cover the entire field of industrial technical writing training. The article traces the development of the program from its inception to its current status. While only Publication Engineers are discussed, the program actually is also given, in modified form, to Editorial Assistants and Parts Catalog Writers.

The program has now been in existence about 18 months and has been given to approximately 14 people, some of whom had been with the Publications Department up to a year prior to the program's establishment. Only one individual had publications experience before coming with the company.

WHY IS THERE A NEED?

The need for on-the-job training of Publication Engineers is created by the existence of four conditions:

- Variance in background
  Although all Publication Engineers hired by the company are required to have a technical degree or its equivalent, their individual backgrounds are usually quite different. They have entered the profession from such fields as engineering, science, teaching, and journalism.
- Lack of prior training
  Since, for a long time, there has been a heavy demand for Publication Engineers, they continue to be in short supply, and the chances of hiring any quantity of experienced men not only has been, but probably will continue to be, quite small for some time to come.
- Lack of knowledge of profession and inadequacy of educational background
  The overwhelming number of technical and engineering colleges and universities still do not have any formal curriculum leading to a degree in Publication Engineering. Since the profession is fairly new, the average undergraduate is generally unaware of its existence. He often does not take what few publication and technical writing courses are available in order to prepare himself for a career as a Publication Engineer. The postgraduate has usually been working in some other field. In both cases, training in publication concepts is required. (Recent developments, such as the establishment of technical writing societies, increased number of help wanted ads, and the word spread by friends and those in the profession, have started to create an understanding and awareness of the field.)
- Haphazard method of training Publication Engineers prior to establishment of program
  Previously, each new employee was assigned to a particular supervisor who, in turn, assigned him to a group leader. Since there was no formal program, it was a rather hit-or-miss proposition as to whether or not the employee was given instruction properly, completely, in the proper sequence, and with some check as to whether he was "receiving" the mass of data and procedures presented.

WHAT ARE THE OBJECTIVES?

Once the need for a training program was realized, the first step was to set forth, as finitely as possible, what it was to accomplish. As a result of various discussions, it was decided that the program should:

- Reduce learning time
- Eliminate, or at least minimize, costly errors
- Increase job performance
- Establish uniform operating procedures
- Assist in creating a real understanding of publication work, leading to the exercise of good judgment, rather than just training
- Help in "weeding out" new writers who would not make the grade
- Assist in determining what additional training and study would be required
- Stimulate interest

- Help create job satisfaction

HOW THE PROGRAM WAS DEVELOPED

In order to carry out the objectives of the program, a program coordinator or supervisor of training was appointed. It was his responsibility to maintain over-all supervision and control of the program, and to coordinate the efforts of all the people involved—instructors as well as students—into a smoothly functioning operation.

The program coordinator, in conjunction with the department supervisors, established an outline of the entire program. After a series of meetings it was decided to divide the program into three main groups. The first group, called the "Basic Indoctrination Curriculum," was to be completed within the employee's first month of employment. It was to consist of 11 lectures which were to acquaint the new employee with the over-all aspects of his job, provide general company information, and furnish him with all the things he had to know at the outset. The second group, "Intermediate Training Curriculum," was to start after group I, and be completed within the next five months. This group consisted of 18 lectures. It covered the entire subject of Publication Engineering to the extent required by the employee in his work. The last group, "Field Trips and Schooling," was to be taken concurrently with group II, if possible, but with no definite completion date. This group dealt with various trips and additional schooling that would benefit the employee in his current or future assignments. Also, it was anticipated that people from outside the Publications

SOURCES OF PUBLICATION INFORMATION

(Basic Indoctrination Curriculum No. 4)

Time Required	: 1 to 1½ hours
Given By	: Group Leader
Forms Required	: None
Originating Date	: April 1956

Approved.....Date.....

Brief introduction to each item listed below, specifically from the point of view of source material. By discussion, bring out location of sources, limitations, and reliability of data secured. Instructor is to satisfy himself that employee has acquired a fairly thorough understanding of this subject.

BASIC	*SUPPLEMENTARY*	*OTHER*
Engineering Engineering drawings, specs Project or product engineer Engineering supervisor	Handbook and report specs	Aero repair shop
Field service Field service supervision Field service bulletins	Style manuals (company and others)	Inventions research
Publications manual	Standard practice instructions (company and engineering)	Flight research
Group leader and supervision in publications	Standard reference books	Manufacturing areas
Sales department	Specialists inside and outside the department	Link trainer facility
Previous and/or related publications in subject	Engineering library	
Aero school	Letters and memos	

FIGURE 1

Department, whose knowledge or work were of interest to the Publication Engineer, were periodically to be invited to give lectures on their specialty.

After the outline was determined, the program coordinator prepared a sample lesson plan (Figure 1). He then assigned the preparation of all other lesson plans among various supervisors, group leaders, and Publication Engineers. This served a two-fold purpose: it reduced the work load on each person, and it created an atmosphere of participation in the program among those who would be directly involved in giving the lectures. It was recommended that lectures be held to a maximum of one and a half hours; subjects which required longer time periods were to be broken into smaller parts so as not to exceed this limit.

After all lesson plans had been approved by the program coordinator, a meeting was held among the supervisors and group leaders to discuss any additional questions or problems. Demonstration lectures on several of the topics were given to show all concerned how a typical session should be run. The lesson plans were then reproduced and copies given to each instructor.

Figure 2 shows a topic breakdown of the training program as well as the instructor for each lecture.

HOW THE PROGRAM OPERATED

With the program fairly well developed, it was then ready for actual pilot operation.

Prior to starting his on-the-job training, each new employee was given a brief talk and a printed introductory message by the program coordinator which concerned the objectives and over-all scope of the program. The employee was encouraged to read books and other publications covering those subjects in which he was deficient or desired additional information. Taking supplementary college courses as well as participating in the professional writing societies were also recommended in order to broaden his experience and knowledge.

As a final item, the employee was told that it was his responsibility to contact each instructor, and for them to agree on a time for the lesson. Upon completion of the lesson, the employee was to secure the instructor's signature (on a preprinted form). This signified that the instructor felt that the employee had a resonable understanding of the subject discussed during the session.

The instructors delivered each lecture according to the previously prepared lesson plan. Samples and other material necessary for a better understanding of the subject were shown. The employee was encouraged to ask questions as they arose rather than to wait until the end of the lecture. At various times, the instructor asked questions in order to determine the extent of lecture assimilation on the part of the employee.

The final session of the program was given by the program coordinator. Its purpose was to (1) solicit

GROUP I—BASIC INDOCTRINATION CURRICULUM

(Total Time—11 Hours)

Lecture No.	Subject	Instructor
1	Basic Job-Company Data, Including Corporate Organization	Immediate Supervisor
2	Introduction to all Supervisors and Key Personnel in Department and in Directly Related Activities	Immediate Supervisor
3	Functions of Various Publication Sections Responsibilities and Relations	Immediate Supervisor
4	Review Publications Manual and Typical Literature, Including Types of Publications	Employee Direct
5	Sources of Publication Information	Group Leader
6	Company Facilities Outside Publications Department	Group Leader
7	Explanation of Estimating and Contract Award and Administration Procedures	Group Leader
8	Explanation of Drawing (Design) System	Group Leader
9	Visits to Areas Outside Publications Department and Introduction to Key Personnel	Group Leader
10	Security Considerations	Group Leader
11	Starting a Job Assignment	Group Leader

FIGURE 2

GROUP II—INTERMEDIATE TRAINING CURRICULUM

(Total Time—25 Hours)

Lecture No.	Subject	Instructor
1	Preparing a Final Draft of the Text. Securing Company and Customer Approval. Difficulties that May be Encountered.	Group Leader
2	Artwork in Publications. Types of Artwork; Limitations and Uses.	Illustrating Supervisor
3	Photography	Photography Supervisor
4	Typing Machines. Uses and Limitations.	Typing Leader
5	Forms and Records	Group Leader
6	Reproduction and Printing Company as well as External; Types, Uses, and Limitations.	Illustrating Supervisor
7	Typesetting	Illustrating Supervisor
8	Editing	Specialist
9	Proofreading	Specialist
10	Publication Layout and Preparation of Reproducible Copy	Specialist
11	Writing to Specifications and to Sperry Standards	Specialist
12	Delays Possible Within Department; Techniques and Solutions	Group Leader
13	Delays Possible Outside of Department; Techniques and Solutions	Group Leader
14	Origination and Selection of Artwork; Text-Artwork Balance; Sufficiency of Artwork	Specialist
15	Meeting Publication Schedules and Techniques	Immediate Supervisor
16	Originality in Technical Publications	Specialist
17	Style in Technical Writing	Specialist
18	Summary	Program Coordinator

GROUP III—FIELD TRIPS AND SCHOOLING

(Total Time—8 to 50 Hours)

Field Trips

1. Company Airport
2. Offset Printer
3. Typesetter

Schooling

1. Flying (simulated) course (Link Trainer)
2. Courses, as necessary, at company training school
3. Lectures by specialists from other departments

Note: Not included is any schooling taken by the employee on his own time, and for which he is reimbursed under the company Tuition Refund Plan.

FIGURE 2 (cont'd)

the employee's honest reaction and opinion of the course, (2) determine the amount of information retained by the employee, (3) determine areas of overemphasis and shortcomings in training, (4) find out instructor deficiencies in lecturing, and (5) summarize the entire program.

In most instances, the new employees were asked to prepare a complete write-up in essay or textbook form for a particular lecture or lectures. It is intended to have these write-ups form the basis of a Publications Reference Manual for use by the entire department.

SOME OF THE PROBLEMS ENCOUNTERED AND THEIR SOLUTIONS

As with any new program of this nature and complexity, a number of problems arose. Some were solved rather quickly, while others still remain to be solved. The following tabulation contains some of the difficulties encountered and their solution:

Problem	*Explanation*	*Solution*
1. Lack of instructor preparation, interest, or teaching ability.	Any one of these characteristics tended to create a poor impression on the employee and negate the value of the program.	Importance of program and his program and his contributions were impressed on the instructor. Instructor was replaced if shown to be unsuitable.
2. Too few samples to illustrate lecture.	Although samples were indicated in most lesson plans, they sometimes were not used, and the employee did not obtain full value from the lecture.	The need for samples was emphasized. Instructors were requested to have samples readily available instead of scrambling to locate them during the lecture.
3. More tie-in with actual assignments.	The instructors, in some instances, did not succeed in relating the lecture to actual work which the employee was doing at the time.	It was recommended to the instructor that he obtain some idea of the work already done by the employee, and to adjust his lecture to suit the conditions.
4. Lack of employee interest.	Some employees did not sufficiently concentrate on the lectures and learned very little.	Employees were questioned to determine the source of their disinterest, and corrective action was taken as necessary. It was found that by giving lectures to from two to four people rather than individually a more lively session occurred. (This also reduced the instructor's time devoted to the program.)
5. Postponement of lectures.	Since the lectures had to be worked into an already extremely busy schedule, it was often difficult to find a mutually agreeable time for the lectures. This caused the training period to extend beyond the recommended limits.	It was emphasized to both the instructor and the new employee that time must be allocated on a fairly regular basis.
6. Overlapping of lesson plans.	Since the lesson plans had been prepared by different people, there were some instances where portions of one lecture were covered in another.	All lessons were reviewed and reevaluated. (Some overlap and necessary repetition are desirable.)
7. Instructor confusion as to what was to be covered.	In some cases, lesson plans were not prepared by the person who gave the lecture, and the instructor sometimes did not understand exactly what was meant by a particular topic heading.	Topics in the lesson plans were clarified by conferring with the instructors.
8. How to evaluate the extent of employee assimilation of the lecture.	At the end of the lecture it was difficult to determine whether or not the employee had retained much of the information presented.	Instructor was told to question employee during and after the lecture, and go over any points not understood.

COST VS RESULTS

One of the more important background questions during the program was whether the time and expense involved justified the results that were achieved.

It was relatively easy to determine that the lectures take a median time of 36 hours, and the field trips and schooling take from a minimum of 8 hours to a maximum of 50 hours, including the instructor's time. However, it became a somewhat different and more difficult problem to determine accurately the results. Questions during the lectures helped give some indication, but this was not necessarily conclusive. (Quizzes were also suggested.) One of the better indications will be the number of questions and problems that arise on the part of the employee subsequent to his taking the training program.

Over-all it was felt by those who either took, or were most directly concerned with, the program that it was very worthwhile and that the objectives had been achieved, but that further and continuing modifications in the program may be necessary to obtain even better results.

It should be mentioned, in closing, that it is anticipated that the program will be periodically evaluated in order to keep information current and to add coverage for many new and different topics. Ω

HOW TO SUBMIT PHOTOGRAPHS FOR TRADE MAGAZINE COVERS

Douglas R. Witt

THE technical publications man is in an unusual spot to promote his company's products through photo stories. Trade magazine covers are wide open for top grade industrial photo stories. The advantage to your company is free space and no engraving charges plus big dividends in readership and circulation about the company or its products. All that is needed is an idea, a technical writer and some know-how.

The technical publications man has a daily routine which can produce possible trade magazine cover stories but the technical man must be alert for signs of these stories.

THE TRADE MAGAZINE EDITORS' VIEWPOINT

Most editors are interested in new products or an unusual application of an old product. The publications man runs in to many unusual applications of his company's product which may make an excellent cover picture.

Product Engineering Editor, Robert Carson has this to say; "We are after interesting, intriguing, current topics displayed by pictures not previously published." Their September 30, 1957 cover was such a photo, The Vanguard Satellite Missile. Editor, Anderson Ashburn of *American Machinist* says this, "A cover picture should be either a completely new machine, method or device not previously published or a striking or unusual application of a conventional machine or device." His September 23, 1957 cover shows a conventional press brake machine used to cut formica material rather than a shear machine. This was unusual enough to justify a cover photo.

Keep these idea hints in mind on the daily job and see if a cover story can be developed.

THE PHOTOGRAPH

Top grade industrial photographs must be sharp and crisp. Colors must be true and composition striking, but not at the sacrifice of accuracy or information about the subject matter. Tom Ewer, top flight industrial photographer of Minneapolis has this to say about cover photos, "Plenty of light eliminates dark spots and shadows and produces sharp, crisp, true color pictures. Composition possibilities are best with a 5 x 7 or 8 x 10 view camera." "Where possible, clean up and paint up your subject matter for a good presentation. Editors like to have a choice; submit a minimum of 3 color transparencies plus 4 or 5 B&W shots. The black and white photos illustrate the inside page write-up. (See illustration for typical cover shot.)

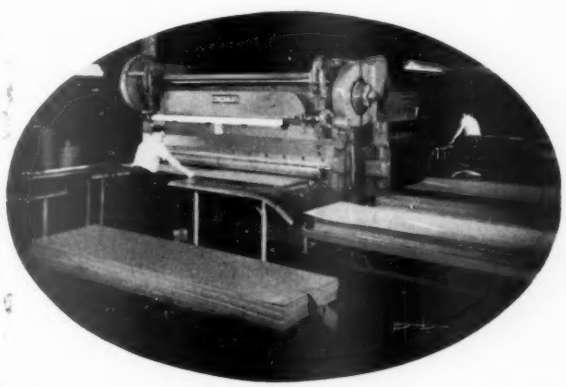
TYPICAL COVER PHOTO PROCEDURE

The technical publications person, writer or illustrator, spots a potential cover photo subject in his daily routine of work. He calls this cover idea to the attention of the advertising or public relations manager. They in turn submit the idea in the form of a query letter to an editor of a magazine that has reader interest in that line. If the editor is interested; submit the idea as follows.

Have black and white, and color photos taken of the product (different angles). Mount the color prints to heavy stock paper the same size as the magazine cover. Cut out the masthead from the magazine cover and cement to a clear acetate overlay.

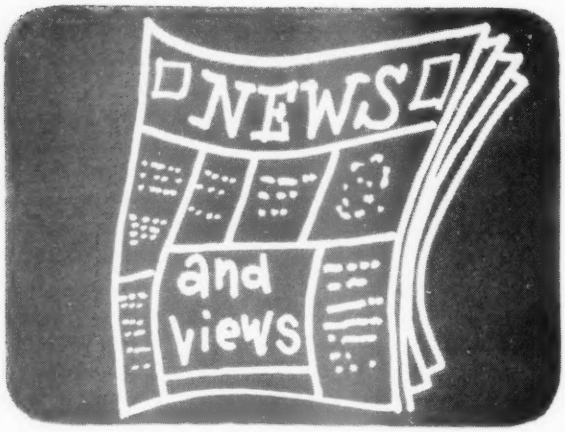
The editor can now clearly visualize his cover design by placing the overlay over each color photo.

The presentation should also contain a write-up illustrated with black and white photos about the cover picture. You can illustrate a specific point with the B&W shots which may not be evident on the cover shot. The answers to who, what, how and why are sufficient to complete the write-up for the editor. Ω



Courtesy American Machinist

TYPICAL COVER SHOT



TECHNICAL REPORTS IN A CHEMICAL COMPANY

Benjamin B. Schaeffer, who is supervisor of Technical Publications at the Olin Mathieson Chemical Corporation's Energy Division, Niagara Falls, N. Y. and a member of STWE, presented a talk, entitled "Technical Reports In A Chemical Company," at the Sixth Annual Technical Writers' Institute at Rensselaer Polytechnic Institute on June 9, 1958. Mr. Schaeffer was kind enough to send me a copy of that talk for use in this column.

Mr. Schaeffer's talk described the step-by-step procedure that is followed in the production of a technical report in his division. He first explained the functions of the reports and their origins. Then he defined the several types of reports which are handled by his office. These types included internal laboratory progress reports, more formal reports at the end of a completed phase of work, monthly progress reports, and quarterly reports.

The men who performed the work write the reports, and they keep in mind the type of report it will be and its ultimate use. After the report is written both the author and his supervisor go over the rough draft to evaluate it technically, and insure logical arrangement. Normally the reports have six main parts: (1) Summary, (2) Introduction, (3) Experimental, (4) Discussion, (5) Conclusions, and (6) Appendix.

After the critical review by the author and his supervisor, the rough draft is turned over to Mr. Schaeffer's group. There the editorial group performs the final revision of the draft to insure readability, correctness of grammar, good sentence structure, as well as proper paragraphing, punctuation, and spelling. The report is then typed on multilith masters and reproduced. Artwork, if just line work is reproduced by xerography.

Mr. Schaeffer concludes with the statement, "The philosophy behind our report writing efforts may be summed up in the following generalization that technical reports are a major product of research and development."

AIEE OFFERS WRITING AND SPEAKING COURSES

More of the professional societies of engineers and scientists are realizing the importance of report writing and the need for education in this field. The New York Section of the American Institute of Electrical Engineers initiated a course in Modern Technical Report Writing this past fall. The course was under the direction of B. G. A. Skrotzki, Associate Editor of *Power* magazine. This was a ten week course which included such subjects as Parts of the Report, Writing Style, Building Sentences, Punctuating for Clarity, Graphs and Charts, Trimetric Drawings, and Preparing Professional Literature.

In addition to the writing course a twelve week course was also given in Effective Speaking for Engineers. This course covered the fundamentals in the art of addressing and influencing audiences. Some of these fundamentals includes Preparation and Delivery of Speech, Means to Control Stage Fright, Use of Visual Aids, Use of Voice and Body, and The Art and Science of Persuasion.

CLEAR TECHNICAL WRITING SEMINARS

Leading industrial organizations are finding that one of their biggest headaches is communicating technical information in writing. Reports, manuals and presentations—even letters and memos on technical subjects—often fail to convey the writer's thoughts clearly and accurately.

The reason for the breakdown in technical communications is largely because many of those who have to prepare the written materials never learned the basic principles of clear writing. They spend endless hours writing, re-writing and polishing material that often is

By Richard A. Hanousek

misunderstood by their associates, management, customers and others for whom it is prepared.

To help relieve this bottleneck in industry, many companies are sending top-flight engineers, and others whose jobs include preparing written technical communications, to Clear Technical Writing Seminars in major cities throughout the country.

Sponsored by Industrial Education Institute of Boston, these one-day educational conferences are designed to teach people with technical writing responsibility a basic formula for organizing their thoughts, then getting them on paper easier, quicker and more clearly.

The Clear Writing Conferences are part of a broad program which the Institute is conducting for more effective utilization of technical and management personnel. Other subjects in the current program include Cost Reduction in Drafting and Design, Value Engineering and Analysis, Control and Reduction of Maintenance Costs, Work Simplification, and Controlling the Cost of Experimentation.

More than 3,500 companies already have sent over 8,000 of their key men to IEI Seminars which are held in conveniently located cities throughout the United States and Canada. In addition, the Institute conducts in-plant orientation and training programs for companies with special problems of communication.

Further information and Seminar schedules may be obtained by writing Industrial Education Institute, 25 Huntington Avenue, Boston 16, Massachusetts.

The above information was contained in a news release which Milt Aronson sent us. Attached to this news release were some of Milt's ideas about writing and editing. His ideas are reprinted below with his permission.

RAH

Writing Versus Editing

A quote from a recent Industrial Education Institute release says, "The reason for the breakdown in technical communications is largely because many of those who have to prepare the written materials never learned the basic principles of clear writing . . . To help relieve this bottleneck in industry many companies are sending top flight engineers, and others . . . to Clear Technical Writing Seminars in major cities throughout the country."

This quote illustrates a common but erroneous analysis that has been made of a serious problem.

Technical writing and editing are two different fields. Although (for reasons we shall soon see) the same man must sometimes perform both functions, the failure to appreciate the fact that writing and editing are separate fields has thrown up a roadblock that prevents progress in the direction of better technical communications.

Someone has wisely said that "writing consists of putting down one word after another on paper." Every engineer, every technical worker, every scientist must report his work to his management or to his field at periodic intervals. He must put down "one word after another on paper." To ask that every technical worker be a polished writer—even an understandable one—is to ask the impossible if not ridiculous. To take the time of a "top-flight engineer" in order to turn into a writer because he must write a report once a year is obviously inefficient. Yet we see it being done every day because of the mythical concept that technical workers should be good writers. The folly is then compounded by striking for more courses in "technical writing."

Editing consists of taking the writing of another and making it meet the needs of the reader. This can be done by a specialist who is not a writer, a specialist who has learned the technique of interpreting technical material and adapting it to the level of the reader. One skilled editor can handle the reports and manuscripts of hundreds of technical workers—without himself writing one piece of literature.

(Continued on Page 18)

PREPARATION OF UNSOLICITED TECHNICAL PROPOSALS

Eric J. Young

WHETHER a technical proposal is prepared in response to an "invitation to bid" on a specific project, or whether it is prepared for submission to an agency that is assumed to have an interest in the type of project proposed, the object is the same.

OBJECT OF THE PROPOSAL

The object in preparing any proposal is to obtain new business. It is actually a sales pitch, and its prospects of success depend largely on the same factors as any other form of sales promotion literature.

PROPOSAL MUST BE READ BY CUSTOMER

It must be assumed that the customer will receive many other pieces of literature in the same mail with your proposal. Stop a moment to consider what you do when you receive a big batch of mail. Don't you take a quick run-through to see if there is some matter requiring urgent attention? Do you sort out the interesting from the dull material? Are you not inclined to judge the contents of promotional booklets on the basis of a quick scanning of the front cover?

Your customer is undoubtedly motivated by the same natural instincts. If you want him to read your material, you must provide something on the front cover that will arouse sufficient interest to make him at least inquisitive. Think of all the pocket books that have been sold because of a lurid or provocative front cover!

The Cover. Brilliant colors with gold embossed lettering will make your proposal stand out from the plain ones, but the customer will still have to read the actual words on the cover before deciding which proposal he will investigate first. Although there may be cases where the mere title of the proposal will awaken the customer's interest, it must be assumed that the client is accustomed to seeing titles that appear most promising, only to be disappointed by the contents. He is likely to be unimpressed by anything short of stark realism.

It is recommended that the title be kept as short as possible, with a brief but revealing explanatory sentence immediately below it. Compare the following:

A.

TECHNICAL PROPOSAL
FOR THE DEVELOPMENT AND FABRICATION
OF A GUIDANCE CONTROL SYSTEM
FOR INTERCONTINENTAL BALLISTIC MISSILES
TO PROVIDE PIN POINT ACCURACY

and

B.

ICBM GUIDANCE SYSTEM TECHNICAL PROPOSAL

PINPOINT ACCURACY AT DISTANCES UP TO 10,000 MILES CAN BE ACHIEVED. A UNIQUE CONTROL METHOD FOR OBTAINING SUCH RESULTS NEEDS FURTHER DEVELOPMENT.

In the first example, an attempt is made to tell the whole story in the title. It leaves the impression that the proposal will suggest the expenditure of funds to try and obtain pinpoint accuracy. In the second example, the title is simple yet quite adequate, and the explanation below it indicates that this is not just a wild dream. Most people would prefer to read the material covered by the second example, even if it were identical with that covered by the first.

SUBJECT MATTER

Having made a good start by getting the customer to start reading our proposal in preference to someone else's, it behooves us to make sure that the material within the covers warrants consideration. No matter what kind of cover is used, the proposal must be able to stand on its own merits, and the manner in which the material is presented will have a definite bearing on its reception.

To be favorably considered, it is essential that the customer's desire for the equipment be increased to a point where his sales resistance is completely overcome. It must be remembered that the customer does not possess unlimited funds, but he does get numerous proposals from organizations anxious to do work for him on a contract basis. Because he cannot afford to accept all, the customer must select the few that appear to him to offer the greatest prospect of success plus the highest degree of usefulness.

It might be considered that a preliminary form of proposal would "feel out" the customer's attitude, and

a more complete proposal could be submitted if he showed a definite interest. However, if the customer is evaluating various proposals with a view to selecting the most suitable, there would obviously be little prospect of him giving serious attention to any preliminary "feelers." He might conceivably request a more complete proposal, but this would not necessarily indicate more than courtesy. In the final analysis, the complete proposal would still have to compete with the others being offered. Consequently, the proposal must contain every detail that may be expected to whet the appetite of the customer, and it must be presented in such a form that the salient features stand out boldly. Details that support the major factors must be described as fully as possible.

PARTS OF THE PROPOSAL

The proposal itself may be divided into three major parts: Introduction, General Description, and Detailed Description. In addition to the technical material, a Personnel and Facilities report may either be added at the end of the proposal, or it may be bound separately and submitted with the proposal.

Introduction. The introduction should provide the major sales pitch. It should be carefully written to draw particular attention to the advantages that this new or improved equipment has over any other similar type of equipment. Features such as light-weight, reliability, durability, ease of maintenance, corrosion-proof construction, low cost, fail-safe circuits and other safety features, minimum technical requirements for operating personnel, etc., as applicable, should be listed.

General Description. This part should deal with the overall equipment, describing the physical and operational characteristics that are anticipated after development and fabrication. It should also describe how each of the features listed in the introduction will be achieved. It is not sufficient to list all the favorable attributes and hope that the customer will believe that you intend to incorporate them one way or another.

Detailed Description. Because the equipment will still be in the experimental, or even the mental, stage at the time the proposal is prepared, this may well prove to be the most difficult part to write. However, if there is to be a contract, this is probably the most important part of the proposal. It is essential that the overall description given in the General Description be broken down into the various different assemblies and circuits that will be necessary to achieve the results that were described in the introduction.

In preparing this part, give more than a passing thought to the customer who is expected to read it. The descriptions must be as complete as possible under the circumstances, and they must be realistic. The customer is unlikely to be impressed by "Buck Rogers" type futuristic ideas, unless there is substantial evidence that it will work. Theoretical problems waiting to be solved, but now await implementation by development of hardware to utilize the data obtained experimentally, could very well result in a suitable contract—especially if your Personnel and Facilities Report shows that you have both the staff and the equipment required to carry the development to a satisfactory conclusion.

ILLUSTRATIONS

Any form of literature is enhanced by suitable illustrations that are tied in with the text. In a proposal that deals with some form or type of equipment that has yet to be developed, it is obvious that photographs of the actual equipment cannot be provided. However, an artist's impression of what the finished equipment will look like can be provided, and even a sketch will be better than no illustration at all. It may be assumed that the customer will be as much interested in seeing a picture of what he is being invited to buy, as he will be in reading the details of what it is expected to do for him.

Selection of suitable illustrations will depend on the type of equipment being described. In general, a photographic type of illustration of the complete unit would go with the introduction. One or more similar views with call-outs showing the principal features would be included with the general description. Individual assemblies could be illustrated for the detailed description.

Where the subject of the proposal is a system for inclusion within an existing weapon or equipment, it can best be presented by showing the various components as "black boxes" within a cutaway view of the existing weapon for the introduction. The "black boxes" could be disassociated from the weapon for the general description, and each "black box" would be dealt with individually in the detailed description.

Schematic diagrams, charts, graphs, and tables that require less than a full page should be presented right in with the text. Single complete pages of any of these figures may be inserted when the text is provided on both sides of each sheet, and the figure can be located opposite the appropriate text. When several full pages of figures are required to clarify or augment the text, they should be added at the end of the proposal.

CONCLUSION

If a project is considered to have sufficient merit to warrant the submission of an unsolicited proposal to a prospective customer, the proposal should be worth more than a casual treatment. Although a fixed submission date frequently results in a rush job where an invitation to bid is concerned, the same urgency should not be applied to unsolicited proposals. Sufficient time should be taken to make each proposal not only complete in all essential details, but also to present the information in a readable manner. It must hold the customer's interest, excite his curiosity, and create a definite desire for the equipment.

This means that the proposal must do much more than merely describe an idea. Pipe dreams without suitable substantiating data don't often result in contracts. Don't let imagination run away with you—the customer is not likely to be impressed.

It is quite possible that preparation of a proposal will disclose that the available material is extremely meager. Don't try to put a "snow job" over on the customer by writing a lot of words around the facts in hope that he will buy the product anyway. A much more profitable idea is to go to work and dig out more information—either theoretical or practical. When the material is found to be adequate, then the proposal can be completed and submitted to the customer with a good prospect of success. Ω

MUCH ADO ABOUT HYPHENS

Glenn Kerfoot

ONE of the distinguishing characteristics of good technical writing is adequate hyphenating of compound adjectives so the compound will be clear to the reader.

The important thing is to know what words should be compounded.

Let us consider this interesting specimen:

space bar cam release lever link

Most of the words in this part-name appear to be nouns. Our first problem is locating THE NOUN and relegating the other words to the rank of modifiers.

First, we must determine just what we are trying to describe. Is it a "cam," a "lever," or a "link." In this case, it is a "link."

So "link" is our basic noun, but what kind of "link"? Obviously, a "lever link." We're making progress.

The two words preceding "lever" indicate that this is no ordinary "lever" but a special kind—a "cam release lever"—so we toss in a couple of hyphens to make a tight compound adjective, modifying "link":

cam-release-lever link

So far, so good. Now, because "space" and "bar" are word partners of long standing, especially in the typewriter industry, why not combine them into one word—"spacebar"? This treatment works equally well with other oft-combined pairs—"typebar"—"backspace"—"keylever"—"powerframe."

"Spacebar" naturally modifies "cam" so we can hook it in with another hyphen. Our specimen has now been converted to:

spacebar-cam-release-lever link

Looks better, doesn't it? Reads easier, too.

By now, you are probably thinking that only a purist would make such a fuss about some little, old hyphens. Before you condemn us too heartily, look at these two simple sentences:

1. At the zoo, we saw a man-eating lion.
2. At the restaurant, we saw a man eating chicken.

Try moving the hyphen from the first to the second sentence. Interesting, isn't it?

In a technical manual, we discovered this unhyphened classic:

large spring hook

Now, does the adjective "large" modify "spring" or "hook?" Does the writer refer to

a large spring-hook or a large-spring hook

Without the hyphen, how can you tell?

You can't!

In the same manual, the writer used this term:

rear rail screws

Does he refer to all the screws in the rear rail, or only the screws at the rear of a single rail?

Incidentally, if you've decided to see it our way on the matter of hyphens, but still can't buy our idea about combining words into one, as we did with "spacebar," let us know the next time you see a horse fly.

Happy writing!!!

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NEWS & VIEWS

(Continued from Page 13)

The field of technical *editing* is a highly specialized field with its own principles and practice, and is only remotely connected with the field of technical writing. In fact there is much evidence that a writer is NOT the person best suited to edit his own manuscript—he is too close to it; he knows what he is trying to say but not what he said. Only the independent editor can honestly evaluate the clarity and lack of ambiguity of the author. The author and editor need not and usually should not be the same persons. Today he is asked to be both only because the distinction between writer and editor is not appreciated.

The present approach of "let's teach our engineers to write clearly" is not only hopelessly inefficinet but also contrary to the inclinations of the persons involved. Let every engineer know that his scribbled and ungrammatical material will be molded into beautiful and clear manuscript by the editor in his organization, and the problem of technical communications will disappear at both levels—the engineer will lose his distaste of the pen and the reader will lose his distatse of the printed word.

The problem of technical communication resolves itself into the much more simple and basic problem of supplying more and better technical editors (not writers) to every organization where technical communications are a problem. It is frustrating to see so many organizations and so much money being wasted on "technical writing" when the need is for "technical editing."

M. Aronson
Editor, Instruments & Automation
845 Ridge Ave., Pittsburgh, Pa.

THE GENERAL ELECTRIC REVIEW

After 55 years of publication the *G-E Review,* one of the best-known house organs, has discontinued publication. Perhaps the editor, Paul Heinmiller, explains it best. He writes in the final issue:

"The business, technical, and professional-society press has grown spectacularly since World War II, both in variety of publications and usefulness to their audiences. In 1850 there were only 10 business publications in the United States; 50 years later the number reached 800. The figures on total engineering and scientific publishing today are even more surprising; of the total of 2093 business publications presently independently published in the United States and nationally distributed, nearly half-979-are in industrial technology, covering all aspects of engineering and science . . .

"The increasing ability of the majority of these information channels to keep engineers and scientists up to date underlies General Electric's decision to discontinue publication of one of the oldest and most widely respected engineering and scientific journals in America."

IRE-PGEWS NEWS

Since our last report on the Institute of Radio Engineers' Professional Group on Engineering Writing and Speech we received the second issue of their journal or "Transactions" as it is called. There was quite a change in format from the first issue. The first issue's format following the style of the *Proceedings of the I.R.E.* This second issue has a large amount of white space around the article titles. The titles themselves are larger too. A great deal of credit goes to the editor John M. Kinn, Jr.

This second issue of the Transactions also contained biographical sketches of the 1958-59 officers of this professional group. The treasurer is an STWE member—Herbert B. Michaelson, associate editor of the new *IBM Journal of Research and Development*. The Secretary is also a STWE member; she is Eleanor M. McElwee of the RCA Electron Tube Division. The other officers are Joseph D. Chapline, Jr. of the Philco Corporation's Research Division's Technical Reports Group, and Thomas T. Patterson of the RCA Electronic Data Processing Engineering Department's Engineering Publications, chairman and vice-chairman respectively.

The second issue contained several interesting articles and the results of a questionnaire that was sent to the membership of the professional group. The answers to various questions were presented graphically. A few of the articles in this issue included Good Writing and Speech—Their Importance to the Engineer, Some Major Pitfalls of Technical Writing, and Engineering Writing Without Gobbledegook.

The PGEWS also sponsored a session at the 1958 IRE Canadian Convention and Exposition, October 8-10. Some of the talks sounded interesting. They included: Writing to Inform, Not to Impress, On Teaching Engineers How to Write Effectively, Formulation of a Hypothetical Specification for Commercial Manuals, Let the Technical Journals Work With You, and Speech Preparation and Presentation.

The PGEWS was also active at the National Electronics Conference in Chicago this past October. Their session at this Conference stressed the point that technical papers must be well-written as well as technically competent. Among the speakers at this session were Charles S. Rich of the AIEE, E. K. Gannett of the IRE, Edward E. Grazda, editor of *Electronic Design*, Roy Rowan, Chicago News Bureau chief of Time, Inc., and Harold S. Renne of Bell Telephone Laboratories, Inc.

SLA DISTRIBUTES PUBLICITY KIT

This year the Special Libraries Association (SLA) is celebrating its 50th Anniversary. In connection with this event the Association has distributed a neat "Publicity Kit" to promote "A better understanding of the usefulness of special library services . . ." We received a kit in the mail.

The kit is a heavy paper folder with two pockets which contain a number of items. One is a set of instructions on how to use the kit. There is a specially prepared article which tells the story of SLA's fifty years. There are also reprints of articles which have appeared in various papers and magazines. Brochures tell about the various services that are available and SLA's periodicals and publications.

The kit also includes a chronology of outstanding SLA events, as well as sample news releases and short items which can be used in newspapers or house organs, or as radio or TV spot announcements. Congratulations to the Public Relations Committee of SLA on a job well done. We hope someone in our own group can come up with a similar kit to publicize our organization especially among industry.

NEW YORK CHAPTER NOTES

At least once or twice a month we receive a copy of a local chapter's publication. As we write this column we have received two issues of the *STWE New York Chapter Notes*. We send congratulations to Mr. A. V. Lesmez, the editor, and his staff for producing such a professional publication. This publication not only contains news items, but also cartoons, good short articles and there are plans for an inquiring reporter's column too. This is no small publication. There are eight full pages, and it is supported by a good deal of advertising. A little more advertising than our *Review*. Financial reasons have removed the color from the inner pages of our journal this year, and have curtailed our use of cartoons and illustrations. If our membership can obtain advertising for the *Review* as the New York Chapter has done for their publication we can really give you a bigger and better journal, that is, of course, if we receive articles as well as advertising.

TRAINING AND COSTS TALKS

In May 1958 Stello Jordan, Publications Supervisor, Sperry Gyroscope Company presented two talks before a combined meeting of the Dallas and Fort Worth, Texas STWE Chapters. The talks were entitled Training of Technical Writers, and Estimating and Cost Control.

We won't attempt to review the first talk here because a full-scale version of the talk is presented elsewhere in this issue. The second talk covered a very important topic, cost estimates. Cost estimating is a very important part of handbook work. Mr. Jordan pointed out in his talk that everyone cannot estimate. The estimator should have overall experience in publications work, be able to visualize the entire scope of the job, and have an ability to evaluate time increments. No estimating job is easy especially if the design of the equipment has not been started. To do a good job at estimating requires a department properly set up, staffed, and trained.

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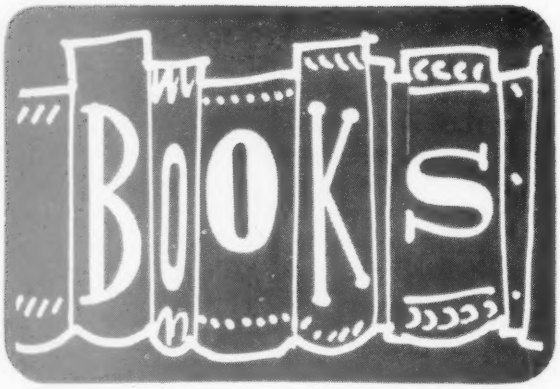

PRINTMAKING TODAY. Jules Heller, 266 pages. New York: Henry Holt & Company, Inc. (1958).

In the author's own words, this book is for "art students, professional artists, print collectors, and laymen who desire information . . . about the making of lithographs, woodcuts, etchings, engravings, serigraphs, and related print mediums." For this audience, or for the serious hobbyist, the author does a thorough job—covering everything from tools and materials to the steps in the various processes. Basically, this is a "how-to" book, but it is done in such a way as to give the reader the "feel" of the process as well as a description. Each chapter is well-equipped with a bibliography for those readers who want more detailed information.

The author has sprinkled his book liberally with illustrations, about half of which are photographs demonstrating steps in the processes he describes; the other half are examples of well-known art to illustrate the different types of prints.

A word of warning. This is *not* a book for those seeking information on modern printing processes. Instead, this is a book about fine prints, which the author defines as a "multiple-original work of art on paper which comes into direct contact with a stone, plate, wood block, or silk screen that was worked on by the artist . . .".

R. W. Dodge

ONE HUNDRED AND ONE DON'TS FOR INVENTORS. Frank V. Higgins. 76 pages. Arlington, Va.: The Varsity Press (1957). $3.00.

Frank V. Higgins, a member of STWE's Washington, D.C. chapter, has compiled a formidable list of *don'ts* for inventors. The *don'ts* are presented in a very interesting fashion. The author uses a conversational tone of delivery and talks directly to the reader. *You* is an oft repeated word in the text, and probing questions are used effectively.

The *101 Don'ts* are broken up into 17 Chapters. These chapters cover a wide range of subjects including: imagination, thinking, memory, inventing as a hobby and a profession, creating and developing your invention, marketing your invention, etc.

As I started reading through this book, I found myself changing the word *inventor* to *writer* in the first few chapters. These chapters were on imagination, thinking, and memory. Mr. Higgins really analyzes the *writer*, many of us. How often do we get an idea for an article or story, and then let it drop? I think many of us are like that. Maybe if you read this book and analyzed yourself, we'd get a lot more articles for the *STWE Review*.

This book is printed on 8½ x 11 paper and plastic bound. It is ideal for keeping in a work bench or at your desk, just in case you get an idea. *Don't* let that idea fall by the wayside. Put it to use and you'll profit by it.

R. A. Hanousek

THE ENCYCLOPEDIA OF CHEMISTRY. George L. Clark, Editor-in-Chiefs; Gessner G. Hawley, Managing Editor; and William A. Hamor, Advisory Editor. 1037 pages. New York: Reinhold Publishing Corp. (1957).

Over 500 authorities have contributed to this extensive collection of articles on chemistry and related fields. Besides the usual articles that one would expect to find in such a work, there is a liberal collection of biographies of chemists who have made significant contribution to the field. Another interesting group of articles describes the organization and the fields of interest of a number of the principle government and private research laboratories in this country.

It is presumptuous for the non-expert to comment in general on the quality of the technical articles in such a book. Thus, this reviewer will only comment on several of the articles that were of particular interest to him or which were read at random.

From a subject list compiled by the reviewer before consulting the encyclopedia, three subjects were not covered (i.e. gadolinium, ferrites, and zone refining). The chemistry, metallurgy, and uses of germanium and silicon are adequately covered. The article on phosphors is good. The sections on geochemistry and photochemistry which were selected at random are understandably interesting, and informative.

A book of this type of course can not hope to be completely satisfying in all respects to everyone, but the editors in this case seem to have made a laudable effort. If it is available this book will be well used by those who are engaged in all types of research.

J. F. Elliott

TECHNICAL EDITING, B. H. Weil, editor, 265 pgs. an author and subject index, Reinhold Publishing Corporation, 1958.

This is an excellent book; Ben Weil, who has always been associated with work of high professional standards, has edited a most useful volume. As far as this reviewer knows this is the first book on technical editing. There are several STWE people represented among the contributing authors and every STWE member can well be proud of these articles.

The authors include Gordon H. Bixler, Allen D. Bliss, William F. Bland, David N. Collins, Lucie D. Connolly, Ethaline Cortelyou, Burr J. French, G. G. Hawley, E. H. Huntsman, I. H. Jenks, B. A. Jones, John C. Lane, Louis Meites, Mary Ann Mento, Samuel E. Miles, P. M. Reyling, Morris D. Shoengold, T. E. R. Singer, Julian F. Smith, and Irlene Roemer Stephens.

The book grew out of the Symposium on Technical Editing held in New York on September 9, 1957 at the meeting of the Division of Chemical Literature of the American Chemical Society. Five divisions are included: editing internal documents, editing journals, editing books and manuals, editing graphic aids and other exhibits, and a general section.

As to the purpose of the book, perhaps the preface puts the matter best: "This book is intended for the experienced technical editor, to serve as a check against his own practices and attitudes. It is intended for the management of technical industries and agencies, as an indication of what technical editors can do and how they should be directed. It is intended for the fledgling editor . . . it is intended for the technical student and the student of technical journalism or technical communication who is attracted to editing as a profession."

Technical editors now need three books for a basic library. A dictionary, a Fowler, and *Technical Editing.*

A. H. Lytel

NEWS & VIEWS

(Continued from Page 19)

REMINDER

In the July 1958 issue of the *Review* we asked you to send us copies of talks you presented or papers you had published so they could be abstracted here for the benefit of all. The response has not been overpowering and we hope you haven't forgotten about us. Don't forget just enclose the paper in an envelope with your name, company and where and when the paper was presented and send it to us either in care of the editorial office or national STWE headquarters. We wish to thank those who have taken time to send their articles to us.

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ALLAN LYTEL

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In November, 1954 Allan became Engineering Editor of the General Engineering Development Section of the Radio Corporation of America, Camden, New Jersey. His duties included following development projects on transistors, magnetics, and digital computers, consulting with research engineers involved, and digesting their significant work and progress into technical report form. While at RCA, Al Lytel was a member of the Automation Committee, an educational unit whose mission was to study current trends and developments in electronics pertaining to automation. He was also editor of the *Automation Newsletter* and the *Transistor Newsletter*.

In March 1956, Allan joined the General Electric Electronics Laboratory as Supervisor of Technical Information and formed this group for writing and editing. In this position he supervised a staff in the preparation of technical reports and customer proposals.

Allan is now Manager of Proposals for the Crosley Division of AVCO Manufacturing Company in Cincinnati, Ohio.

Allan's books include: *Physics—Light and Sound: The Reproduction of Sound; Light, Sound and Electronics; Experiments in Physics;* and *Television Optics* all published by Temple University and used as textbooks. Other books are: *UHF Converters and Antennas; UHF Practices and Principles; TV Picture Projection and Enlargement;* and *Basic UHF*, all published by John F. Rider, Inc., and *Printed Circuits and Automation* published by Instruments Publishing Company. His latest book *Mobile Radio* will be published by McGraw-Hill. He is presently working on *Technical Writing as a Profession* for Chilton Publishing Company.

His magazine articles have appeared in *Service, Radio-Electronics, Radio Maintenance, Radio-TV Service Dealer, TV Engineering, Electronic Servicing, Radio and TV News, Computers and Automation, Electronic Technician, Popular Electronics, Electronic Design, General Electric Review, Military Automation,* and others.

He is a member of the IRE, a Charter Member of the IRE-PG on Engineering Writing and Speech, a member of the PG on Vehicular Communication, and former editor of the *Syracuse Scanner,* published by the Syracuse Section of the IRE. He is a Senior Member of the Society of Technical Writers and Editors, and editor of the *STWE Review*.

LETTERS

(Continued from Page 2)

as it does upon the creative mind . . . The interpreter stands between the layman, whose knowledge of all things is indefinite—and the scientist whose knowledge of one thing is authoritative . . . The scientist advances knowledge . . . The interpreter advances progress . . . History affords abundant evidence that civilization has advanced in direct ratio to the efficiency with which the thought of the thinkers has been translated into the language of the masses."

I am concerned with the splintering of members of our craft into the corners and tiny pidgeon-holes of our daily concerns because in unity there *IS* strength and this narrow-minded interest does not lend itself to genuine professional growth.

You say—"Well, this business is relatively new, the groups are necessarily young, and birds of a feather naturally flock together in order to gain a foothold, no matter how small, in this newly opened firmament." This is all true. But who, what group, will break out of its shell of small-focus concern to encompass the larger perspective, which, I submit, represents the professional rather than the craft attitude or point of view?

The recent joint clinic of medical and other technical writers held this past summer at RPI is a hopeful sign for the future. I'm not sure if STWE was one of the sponsors or not.

It seemed unfortunate, therefore, to have attended and noted the recent STWE convention to have had representation primarily from such groups as General Electric, Westinghouse, Ramo-Wooldridge, and IRON AGE. I noted that all the topics—layout, editing, organization, and even "the psychology of it all" — still focused on electronics, "hardware," and technical manual writing. I may have oversimplified, but only slightly.

Why was it that in the city where writing and editing and publishing is the third largest economic activity (behind the tourist trade and real estate operations); that in the city where there is perhaps the greatest concentration of writers of medical and health subjects *in the world;* that in the city where over 400 trade associations publish dozens of periodicals, monographs, and newsletters in dozens of scientific and technical subjects—with all this talent and all these subjects, how can we account for the concentration on electronics, "hardware," and technical manuals? . . .

. . . I strongly urge the STWE leadership to give serious and thoughtful attention to the desirability, even need, for the comprehensive, broadened approach suggested in the above paragraphs. This consideration involves a careful analysis of what we mean by the word "technical" in our title in this world of science and technology; the extent to which organizations are entitled to grouping around subject matter on the basis of real and legitimate reasons for differences from other groups; and if there are no great and compelling reasons for separateness, what the advantages are in collaboration and eventual unification of forces, and how best such unification can be accomplished.

Deliberate solicitation for members from groups other than the original hard core that formed TWE and STW might be considered in some circles as "raiding." So be it! If STWE can interpret its title comprehensively; if STWE can point to desirable and legitimate objectives such as the development of standards for training of technical writers and editors; if, as a result, STWE is consulted by Government and industry on matters relating to this developing profession—then STWE will have acquired the right to speak on behalf of technical writers and editors everywhere, regardless of the subject matter orientation of its membership. *This* represents strength. *This* provides the basis for order and legitimacy in the new profession of technical writing and editing.

Very truly yours,
Dr. Israel Light
Member, D.C. Chapter, STWE

October 24, 1958

Dear Allan:

Here we go again—another issue of the STWE Journal (Oct., 1958) with hardly anything of practical value to an editor. In particular:

1. The STWE plans and workers are interesting—but useless.

2. The first article "Research, the Road to a Valid Technical Writing Curriculum" is not only useless, it is stupid. Psychiatrists have long known that there are two basic types of people—introverts and extroverts. Rossis & Schleich have discovered that a technical writer should be an intro-extrovert. Such nonsense could only come from asking people what somebody "should be."

3. The second article "The Job of the Technical Writer" similarly tells what technical writers do in various industries —but in generalized terms of no particular value to anybody.

4. The third article "Editors Relation to Management" takes two full precious pages of copy to tell me that the boss should be apple polished a little. I already knew this.

5. The fourth article is the best in the book—it has two funny cartoons.

6. The fifth article has some value—it tells what some magazines pay for articles — but neither thoroughly nor accurately.

Nothing in the issue deals with *editing* —a teachable, learnable technique with many opportunities. The writing emphasis is futile—you either can or can't write; nobody can teach you. Writing and editing are two different fields. You can be proficient in one or the other or (rarely) both. The jobs, the needs, the teachable techniques are in editing, not writing.

Cordially,
Instruments and Automation
Milton H. Aronson
Editor

SPEAKETH THE EDITOR

Getting out a magazine's no picnic.

If we publish original material, they say we lack variety.

If we print jokes folks say we are silly.

If we don't they say we are too serious.

If we publish things from other papers, we are lazy.

If we are out rustling news, we are wasting time.

If we are not rustling news, we are not attending to business.

If we don't print contributions, we lack appreciation.

If we do print them the paper is full of junk.

Like as not some fellow will say we swiped this from some other paper—So we did!

from Catholic Opinion

October 20, 1958

Dear Mr. Hanousek:

Oops! I should have advised that under entirely amicable circumstances I was led to transfer my services from General Motors to Chrysler in 1957. It is accurate, of course, to identify me in the reprint from the 1956 STWE convention with my former associates but by this time I'm utterly imbued with the Forward Look of Chrysler Corporation.

You need not advise your readers of my change, unless you wish, because I've made amends to the people in General Motors who would be directly concerned. The matter of company identity of an author is, of course, a secondary matter in technical societies and it is fairly safe to assume that no one will be disturbed. For my part—and our company's part, we are content.

Many thanks for your kindness in sending along an extra copy of the *Review*. Best of success always to the Society.

Sincerely,
Arvid F. Jouppi
Assistant Manager,
Shareholder Relations

EDWARD B. GRAHAM (On-the-Job Training for Publications Engineers) holds the position of Technical Writing Supervisor in the Aeronautical Equipment Division of Sperry Gyroscope Company. His work has covered all types of publications including handbooks, proposals, reports, and brochures. He is currently responsible for all Flight Instrument and Missile publications. Mr. Graham is a member of STWE.

STELLO JORDAN (On-the-Job Training for Publications Engineers) is Publications Supervisor in the Aeronautical Equipment Division of Sperry Gyroscope Company, and has been concerned with every phase of a technical publications department for over 13 years. He is currently President of the New York Chapter of STWE, is a member of the Aviation Writers Association, and a Charter Member of the International Society of Aviation Writers.

GLENN KERFOOT (Much Ado About Hyphens) is a technical writer in the Education Department of IBM's Electric Typewriter Division in Lexington, Kentucky. He writes manuals, bulletins, and class materials, as well as edits other manuals and assembly instructions. Mr. Kerfoot also teaches classes in Technical Writing and Management Communications.

DOUGLAS R. WITT (How to Submit Photographs for Trade Magazine Covers) is a technical illustrator for Continental Machines, Inc., of Savage, Minn. He is a freelance writer and some of his articles have appeared in *Machine Design, Electrical Manufacturing,* and *Sports & Recreation.* Mr. Witt is also a member of STWE.

ERIC J. YOUNG (Preparation of Unsolicited Technical Proposals) is Chief Technical Writer at Clevite Ordnance, Division of Clevite Corporation, Cleveland, Ohio. Mr. Young has been a Project Engineer at Western Electric, Product and Research Engineer at S. S. White, Senior Design Engineer at Production Methods, Editor-in-Chief at Jordanoff, Vice-President at Mantek, and Assistant Project Director at Becker & Becker. At B & B he was largely responsible for the original version of the USAF's "Handbook of Instructions for Ground Equipment Designers." He has also worked in Europe, Asia, Africa, and South America. His hobby is Ham radio. With call W8RLE, he is a 20 meter DX addict.

BOOK REVIEWERS

RICHARD W. DODGE is the editor of the Westinghouse ENGINEER.

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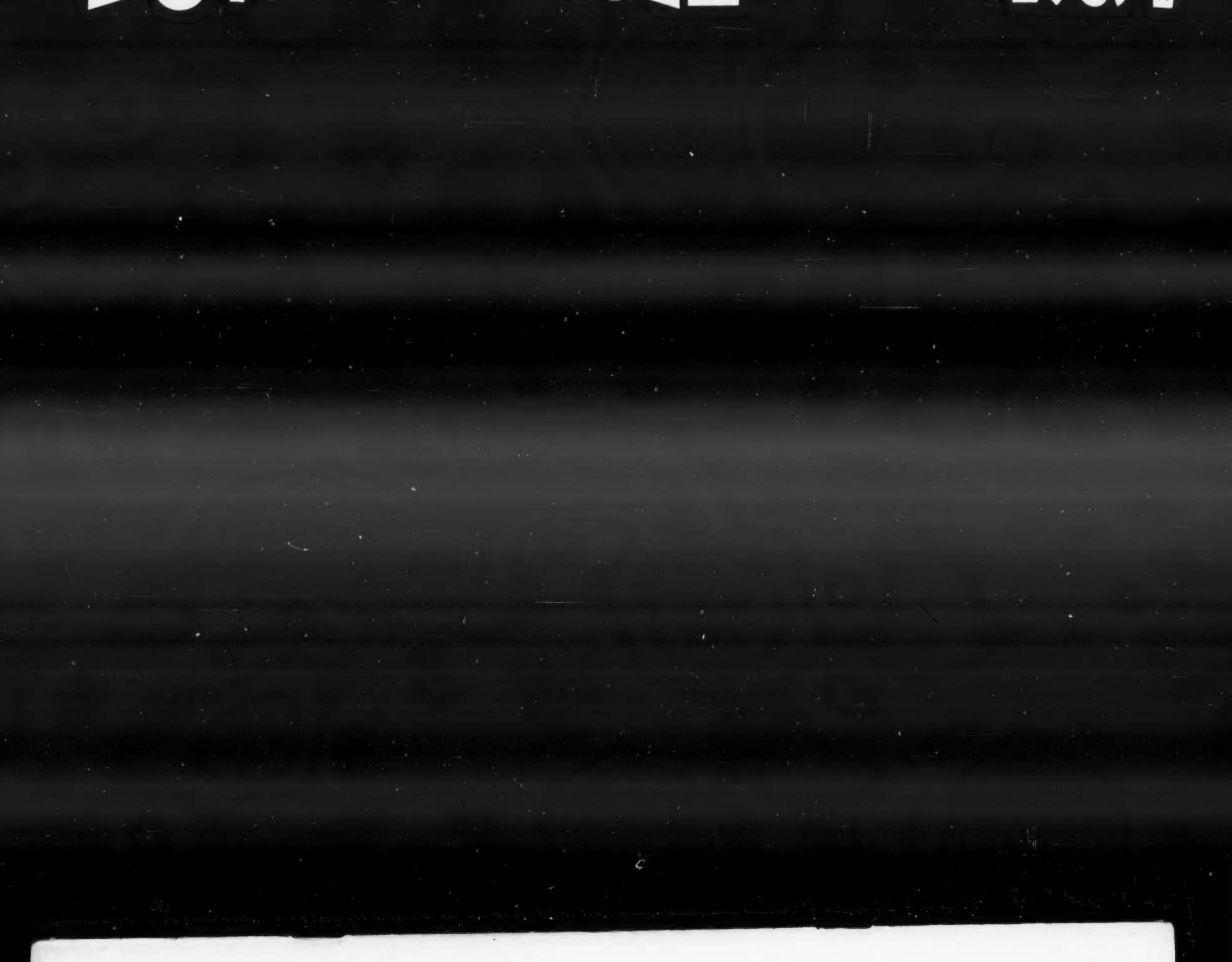
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